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| Stage: 1 | Topic: Procedural Texts |
| Aim/ Purpose  Introduce students to the procedural text typle  Objectives   * Understand that procedures need to have a goal, materials and steps * Be aware of the grammatical features of procedures i.e. verbs at the beginning of sentences, lists, adverbial phrases | WS1.9 Produces texts using the basic grammatical features and punctuation conventions of the text type   * Recognises the purpose and organisational structure of a procedure * Identifies some of the distinguishing features of a procedures e.g.use of commands, lists. |
| Resources:  Text type examples – recipe books, science experiment book, instruction manuals  Toothbrush and toothpaste – to model  Procedure sheet  Pencils, colouring pencils | |

Procedures

Lesson Plan -1

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| Group Structure | Content | Time |
| * Whole group activity | Introduction   * Provide a number of procedures as model texts, discuss their purpose, introduce the term “procedure”  \* Can you tell me the name of some of these texts?   + What are they used for?   + Who are they written for? (Audience)   + Can you think of any other examples? | 5 mins |
| * Whole group activity | Activities  Jointly construct a familiar procedure (brushing teeth in the morning) using pictures (if required) and a model to demonstrate activity.   * Start by questioning about the title   + How do I know what I’m doing? Suggest that a title is needed to introduce the audience to the purpose of the text * Materials List   + Next ensure that students know that we need to tell people what they need to follow the procedure, if students ask to start brushing teeth, indicate that they have not told you that you needed a tooth brush etc   + This is in the forms of a list * Steps   + Start with bullet points and maybe confuse the order, to show students that they need to be written and followed in the correct order and should usually be numbered.   + After a few “ instructions” ask students to identify the text convention at the beginning of the sentence i.e. verbs., commands   + Tell them procedures are the only text type that use verbs at the beginning of a sentence   + Also use an example to introduce adverbial phrases and indicate that students must be specific e.g. put toothpaste on, is not specific enough, should be “put toothpaste on the toothbrush. * As a class, read the text that has been jointly constructed and follow the instructions, make any necessary corrections. * Revise the necessary features of a procedural text tupe.   + Record these     - Goal/ Purpose – what you will achieve     - Materials – what you need     - Steps – what you have to do   + On a separate board/ poster to act as scaffold for future writing | 12-20 mins |
| Individual | * Ask students to think of an activity you do everyday – e.g. making a sandwich, making your bed, getting ready in the morning. * “ I’m going to give you a sheet in a second, on that you will find a place to write you goals/ purpose. What is this procedure going to help you achieve, a place to write the materials you will need. * And then you have some boxes and there, you can draw pictures of the steps you will take. * Remind students that even if they are drawing pictures they must be specific, show the materials | 15 |
| Individual/ Pairs | Extension :  If students finish early, they can write the corresponding instructions.  Students who are struggling can use the example on the board and draw corresponding pictures. |  |

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| Stage: 1 | Topic: Procedural Texts |
| Aim/ Purpose  Practice the skill of writing a procedure  Objectives   * Understand that procedures need to have a goal, materials and steps * Be aware of the grammatical features of procedures i.e. verbs at the beginning of sentences, lists, adverbial phrases * Sequence/ write a text tyoe * Use drama to embody the text and extract meeting | WS1.9 Produces texts using the basic grammatical features and punctuation conventions of the text type   * Recognises the purpose and organisational structure of a procedure * Identifies some of the distinguishing features of a procedures e.g.use of commands, lists.   RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.   * *describes purpose of each stage in the procedure*   DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice   * creates and adapts stories for enactment * Responds to the elements of drama including tension, symbol and mood * expresses dramatic meaning through movement and voice. |
| Resources:  Text type examples – recipe books, science experiment book, instruction manuals ?  Book – wombat stew  Wombat stew work sheet  Scissors  Glue  Sequencing sheet | |

Lesson 2

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| Group Structure | Content | Time |
| * Whole group activity | Display a recipe book and revise procedures  Goal  Materials  Method  What does each sections contain?  What kinds of words are used in the method?  How do we set out/ write a procedure?  Introduction   * Read wombat stew as a class. * Identify that there are ingredients, and a method…what does that indicate? * Do we have all the information to write a procedure? | 10 mins |
| * Whole group activity | Making wombat stew   * Tell the class that we’re going to make some wombat stew * Use some markers on the floor to be a big billy can. * Who is going to be the wombat? How do you think the wombat will be acting? Sad? Happy? Nervous * Who would like to be the billabong mud….what will the mud look like in the pot? * Now we need some feathers? Who would like to be the feathers? What do feathers look like, how do they move. * Creepy crawlies? We need a few people to be creepy and crawlies. How do creepy crawlies act? What sounds will they make? * Gumnuts….are gumnuts big or small.   Now we need an audience, who is going to watch and wait while the dingo is about to eat? How will they be feeling? Do they have a secret?  And who will be the dingo?  We’ve got all our wonderful ingredients in our wombat stew, and now Mr Dingo you’ll have to stir it. How will the stew act when it is stirred?  All the bush animals…how are you feeling now? Nervous, scared?  Now Mr Dingo…time to taste you wombat stew….  1,2, 3…..go!  And what are the animals going to do…? | 10 mins |
| Divide class into two | * Divide class into two   Year 1   * Give year ones sequencing sheet, ask them to cut the steps out and put them in the right order using “wombat stew” as a guide * Cut the sheet up * Divide the pieces of paper based on the 3 different sections of a procedure. * Now put them in order. * *Does it matter what order the list is in?* * *What about the steps?* * Once they have put it in the right order, read it out and stick it into their book * Draw pictures to help illustrate the procedure   Year 2   * Write the procedure for wombat stew using the book as a guide * Get students to follow pro-forma goal, materials, method * Read as a group and copy into books * Highlight the text features | 15 |

Lesson 3

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| Stage: 1 | Topic: |
| Aim: Produce a scaffold for constructing procedures  Objectives:   * Identify conventions of the procedural text type | Outcomes:  TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.   * talks about the structure of a simple procedure   RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.  • describes purpose of each stage in the procedure |
| Resources:   * Examples of procedures – recipe books * Card – board? | |

Lesson Plan

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| Group Structure | Content | Time |
|  | Divide students into groups of readers/ non-readers and ask them to consider the texts that you’ve shown them under the particular headings   * Goal * What you need? * How you do it?   What kind of words are used for each section?  How are they set out?  Are only words used? | 10 |
|  | As a class brainstorm under the 3 headings of the procedural text for words that can be used.  Construct a scaffold for the construction of procedural texts.  Highlight some of the following language features  Use of nouns and noun groups, eg cups, jelly crystals, drink bottle  Use of commands, eg put  Use of action verbs, eg add, watch  Use of adverbial phrases, eg in a cup, to a cup of water  Use of adverb telling how to carry out the action, eg carefully  Grammar  2 The use of simple, clear instructions using commands (the imperative), eg Get the cardboard and cut three triangle shapes and one square shape.  2 The use of adjectives to describe details, eg long, strong nails.  2 The inclusion of details such as ‘where?’, ‘for how long?’, ‘how?’, eg Cut out the shapes and put the square on the base. Put glue on the sides of the triangles and hold for 1 minute.  2 The use of polite forms when requesting help, eg *Could you please open this for me?*  2 The use of connectives to indicate sequence, eg *then, after that*. | 10 |
|  | After class  Construct a proforma using suggestions of the students. |  |